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Writing Achievement

IDENTIFIERS \*Florica

#### **ABSTRACT**

This third annual report documents performance of Florida public high school graduates who became first-time-in-college students at public postsecondary institutions throughout the State within 1 year after graduation. The outcome report reflects the preparedness of Florida students for postsecondary education by documenting the number and percentage of students who performed adequately on an entry level placement test. The report includes state summaries by district, by postsecondary institution, and by ethnic origin and gender. It then presents reports on each of 75 school districts, indicating the number and percentage of students from that district who passed the placement test, by postsecondary institution, ethnic group, and gender. The report indicates that: (1) the overall performance of students on the placement test declined slightly from 1991-92 to 1992-93, from 60 percent being ready for college-level study to 58.4 percent being ready; (2) performance on the entry-level placement test remained lower in mathematics than in writing and reading; (3) performance of community college students dropped slightly, while performance of State university students improved slightly; (4) all ethnic groups except American Indians experienced a decline in overall performance; and (5) females performed better in writing than males, while males performed better in mathematics, reading, and overall. Appendices include texts of relevant sections of state laws and regulations. (JDD)



A Postsecondary Feedback Report

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Florida's Public High Schools and School Districts

1992-93

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STATE AND DISTRICT SUMMARIES

Florida Department of Education Tallahassee, Florida

February 1994

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Comments regarding this publication should be directed to: Mr. Taylor Cullar, Educational Policy Analyst, Office of Postsecondary Education Coordination, Florida Department of Education, 1101 Florida Education Center, Tallahassee, Florida 32399-0400, (904) 922-0344 (Suncom 292-0344).



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#### **GFFICE OF POSTSECONDARY EDUCATION COORDINATION** SURVEY OF CUSTOMER SERVICES DEPARTMENT OF EDUCATION

## USERS OF READINESS FOR COLLEGE REPORT

Before we begin to compile this publication for 1993-94, we would appreciate receiving your comments so that we can use your good ideas in the publication's development. Would you please review the list below and rate each item by placing a check mark in the appropriate column. Your suggestions for improving this publication under item 5 will be especially appreciated. Please return this form to the Office of Postsecondary INSTRUCTIONS: The Florida Department of Education is interested in obtaining your opinion about services provided to its customers. The Office Education Coordination, Florida Department of Education, 1101 Florida Education Center, Tallahassee, Florida 32399-0400. Thank you of Postsecondary Education Coordination (OPEC) has been given the responsibility of compiling and printing the Readiness for College Report. for your participation in this survey.

Please rank the following aspects of the Readiness for College Report:	Excellent	Adequate	Needs Improvement	Not Acceptable
1. Usefulness of the Report				
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## READINESS FOR COLLEGE

A Postsecondary Feedback Report to Florida's Public High Schools and School Districts

1992-93

# STATE AND DISTRICT SUMMARIES

Florida Department of Education Tallahassee, Florida

February 1994



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### READINESS FOR COLLEGE

A Postsecondary Feedback Report to Florida's Public High Schools and School Districts

#### INTRODUCTION

to report transcript type information on individual students directly to the districts. Subsequently, the Legislature required the Commissioner of Education to in Florida's public community colleges and state universities. During the first years of this policy, the community colleges and state universities were required In 1983, the Florida Legislature established a requirement for providing performance information to the school districts on their high school graduates who enroll provide summary information of student performance to the State Board of Education, the Legislature, and the school districts.

is the third annual report on high school graduates who became first-time-in-college students within one year after graduation. The first was distributed to the were incomplete when the report was published. While some community college data still may be incomplete, the information in this report should be more accurate than the preceding reports because the community colleges and universities have had the opportunity to review the previous reports and make adjustments Currently, the Florida Legislature \*\* quires the Commissioner of Education to provide reports on the performance of Florida public high school graduates who enroll in public postsecondary instautions throughout the State (See Section 240.118, Florida Statutes, on page A-1 in Appendix A). The responsibility for producing and distributing the required report is assigned to the Office of Postsecondary Education Coordination in the Florida Department of Education. This school districts in January 1993. The second was distributed in May 1993. The May 1993 report is considered the base line report because it is the first report for which all community colleges and state universities provided data. It was recognized that some of the community college data reported in the second report to improve the accuracy of their data bases from which this report is derived.

The reader is asked to keep in mind the following caveats while interpreting this report and making conclusions and generalizations from it.

- The students included in this report were 1992 Florida public high school graduates who were also first-time-in-college (FTIC) students during the 1992 Summer term, 1992 Fall term, or 1993 Winter/ Spring term in Florida's community colleges and state universities.
- The criteria for selecting FTIC's for community colleges and state universities are somewhat different. An FTIC student in a state university is a student college is any student enrolling in the community college for the first time who has no formal credit to transfer from any institution of higher education, may be either degree seeking or non-degree seeking, and is enrolled in a course in one of the following categories of instruction: 1) advanced and registering as a degree seeking student for the first time at the state university having less than 12 transfer credits. An FTIC student in a community professional, 2) postsecondary vocational, 3) postsecondary adult vocational, 4) college preparatory, or 5) vocational preparatory. For this report, 4

not eligible for degree seeking status until they graduate from high school, are not considered to be FTIC students even though they may be required however, the community college FTIC's include only degree sceking students since non degree seeking students are not required to take the entry-level placement tests. Also, high school students taking courses for dual enrollment credit at the community colleges and state universities, because they are to take an entry-level placement test.

- The year of graduation is indicated in community college student records. The state university student records, however, do not contain that information. State university students were selected for this report by date of birth in order to approximate the year of graduation. 'n
- evaluating student readiness reported here. The cut-off scores on the tests which have been approved for placing students in college preparatory courses in all community colleges and state universities were used to determine whether or not a student was ready for college-level work in the areas of mathematics, reading, and writing. The number of test takers, rather than the number of first-time-in-college students, was used to calculate the The entry-level placement testing requirements of Rule 6A-10.0315, Florida Administrative Code (see pages B1-B2 in Appendix B), form the basis for percentage of students ready in mathematics, reading, writing, and in all three areas. 4
- Students not included in this report are high school graduates who graduated prior to January 1, 1992; graduates of private or out-of-state high schools; and students attending vocational, trade, private, and out-of-state postsecondary institutions. ٧÷

The purpose of this report is to allow schools and school districts to examine the readiness of their high school graduates to enter college-level courses. This and student services programs rel\_vant to these areas of student preparation for postsecondary study. Blueprint 2000, approved by the Florida Commission on Education Reform and Accountability, establishes this readiness report to high schools as one of the measures of accountability for school improvement. As schools develop their school improvement plans, the Office of Postsecondary Education Coordination stands ready to answer questions and provide additional information about this report and the data on which it is based. For additional information on how this report may be used for school improvement, see 'How report should be useful for examining the effectiveness of the delivery of instruction in mathematics, reading, and writing, and for enhancing the instructional to Use this Report" on page vii. Currently, there are several different tests used to place entering college and university students in college preparatory or college-level courses. Effective with the 1995 Fall Semester, first-time-in-college students who fall below a specific score on either the Scholastic Aptitude Test or the American College Test or who have not taken either of these tests will be required to take a common entry-level placement test designed specifically for Florida community college and state university students. Use of the same placement test for all state supported colleges and universities will provide a uniform standard and will improve the precision of the data contained in the Readiness for College Reports.

Your suggestions for improving this report would be appreciated. If you would like to share your ideas, please complete the enclosed Customer Comments Form and send your comments to the Office of Postsecondary Education Coordination, Florida Department of Education, 1101 Florida Education Center, Tallahassee, Florida 32399-0400

### HOW TO USE THIS REPORT

# POSTSECONDARY FEEDBACK REPORT AND SCHOOL IMPROVEMENT

Refer Questions to: Mr. Bob Corley, Administrator, School Improvement Services Section, (904) 487-1636 or Suncom 278-1636

The 1993 Florida Legislature amended Section 240.118, Florida Statutes, which requires the Commissioner of Education to provide postsecondary feedback (i.e. readiness for college) information to school districts. Subsection (4) states that the State Board of Education shall assure that each school district and high school develop strategies to improve student readiness for the public postsecondary level based on annual analysis of the feedback report data as a part of the school improvement plan required by Section 229.592, Florida Statutes.

cross-sector collaborative efforts be utilized to facilitate systemic change from the traditional educational delivery system to the Blueprint 2000 performance-based During the summer of 1993, Commissioner of Education Betty Castor appointed the Task Force on High School Preparation for Postsecondary Education and to take Level II and Level III courses to meet graduation requirements to bring graduation requirements into alignment with the level of expectation associated with entry-level placement tests and college-level courses. In addition, the task force supports movement toward performance-based instruction and assessment Employment. The task force was charged with reviewing Florida's high school graduation requirements to ensure that students are prepared for postsecondary education and that the graduation requirements conform to the competency-based goals of Blueprint 2000. The task force recommended that students be required and recommended gradually increasing the grade point average requirement for graduation until Blueprint 2000 is implemented. It was also recommended that delivery and assessment system.

in high schools. The analysis of this information, when examined along with other information about the local school, may provide insight into many areas The Readiness for College Report is one of the few outcome measures by which the success of Florida's educational system can be monitored. The report reflects the preparedness of Florida students for postsecondary education and may be useful in planning for restructuring and improvement in the delivery of instruction influencing the quality and outcomes of instruction.

Here are some ways a school may use this information:

- The Readiness for College Report is used as the source of information on student readiness for college found in the School Reports distributed to parents
- Each school district, high school, and school advisory council can use the report to determine how successful the school is in preparing its graduates with college-level skills in mathematics, reading, and writing, and, based on an analysis of the data, develop strategies within its school improvement plan to improve student readiness for postsecondary education.

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- Comparisons of a high school's performance through the years can be used to determine trends and evaluate effectiveness of programs implemented for improving student performance. (Are there extraordinary or historical procedures, policies, situations, or events which may have influenced trends or exceptions?) Trend information is to be part of the transition assessment in December 1995.
- The relative success of a school's students in gaining entrance to state universities and in avoiding referral to remedial courses in community colleges and state universities can be used as an indicator for guiding students' choices of courses needed to prepare them for postsecondary education.
- Data may be used to determine the relative performance of students by gender and by ethnic origin to determine group needs for special assistance.
- Individual student performance reports can be used to compare performance with courses students took in high school to identify those courses most closely linked with high performance.
- The district and school curriculum priorities and the readiness of students can be compared in mathematics, writing, reading, and overall to determine which curriculum areas should be emphasized in the future.
- School and district expectations and practices can be compared to those of other districts and schools to determine their effectiveness in preparing students for a higher level of readiness for successful postsecondary work.
- Analysis of the Readiness for College Report can identify focus areas for collaborative articulation activities between public schools, community colleges, and universities
- The Readiness for College Report is to be used to determine the high schools which will be recipients of incentive grants funded by the Legislature.
- Proviso language of the 1993 Legislature requires that the 1991-92 Readiness Report be used to calculate possible penalty charges to the school districts for remedial courses taken by students from each school district because they were not ready for college-level study. The 1994 Legislature will review this information to determine whether actual penalties will be imposed on the schools and school districts.

The Florida Department of Education is prepared to assist any school wishing to look at additional ways these data can be used to identify trends and provide information having relevance for improved student performance. If you wish to receive assistance in your school or district, please contact the School Improvement Services Office (904) 488-1636 or Suncom 278-1636.

### EXECUTIVE SUMMARY

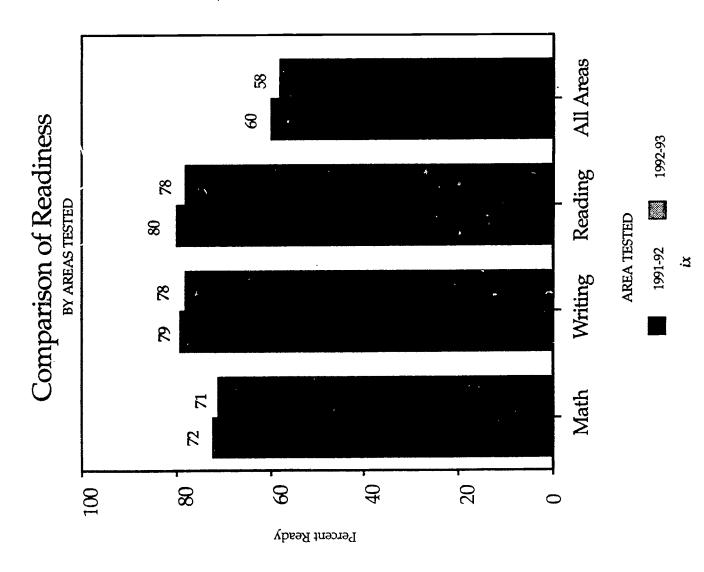
Seminole, Union, and Volusia. The school districts with less than 40.0% of their students ready in all areas are Dade, Franklin, The school districts with more than 70.0% of their students ready in all areas are Charlotte, Martin, Orange, St. Johns, Sarasota, Gadsden, Glades, Gulf, Hamilton, Jefferson, Liberty, Madison, Taylor, and Walton.

writing, and reading). Only 58.4% of the 1992-93 freshmen were ready in all areas. Performance remains lower in mathematics than Comparison of the Readiness for College Report for 1992-93 with the report for 1991-92 reveals that the overall performance of students on the entry-level placement tests has declined slightly. For the college freshmen entering the community colleges and state in writing and reading. Slight declines in performance were experienced in all three of the subtest areas. Performance of community universities during the 1991-92 academic year, 60.0% of the students were ready for college-level study in all areas (mathematics, college students dropped slightly, while performance of state university students improved slightly, in mathematics, writing, reading, and in all areas.

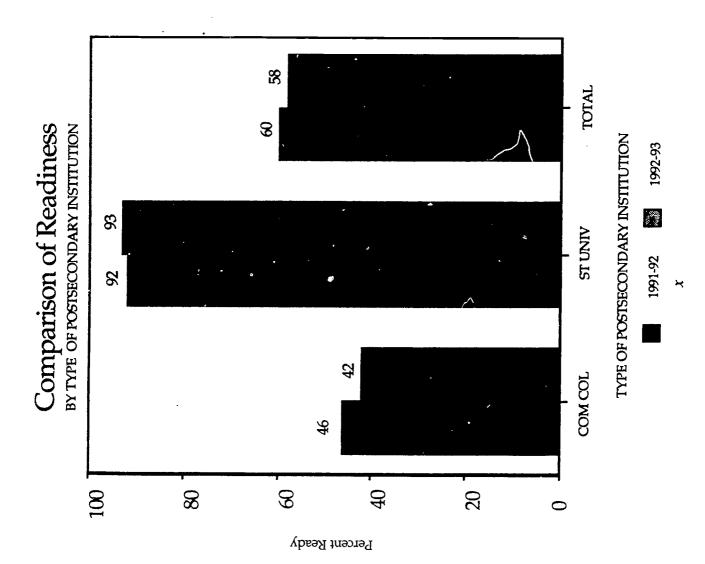
Comparison by ethnicity reveals that all ethnic groups except American Indians experienced a decline in overall performance in all areas. Asians and students in the "other" category performed better in mathematics than in writing and reading. Gender cor parisons reveal that both males and females declined in performance from 1991-92 through 1992-93 in mathematics, writing, evering, and in all areas. Females performed better in writing than males, while males performed better in mathematics, reading, and in all areas.

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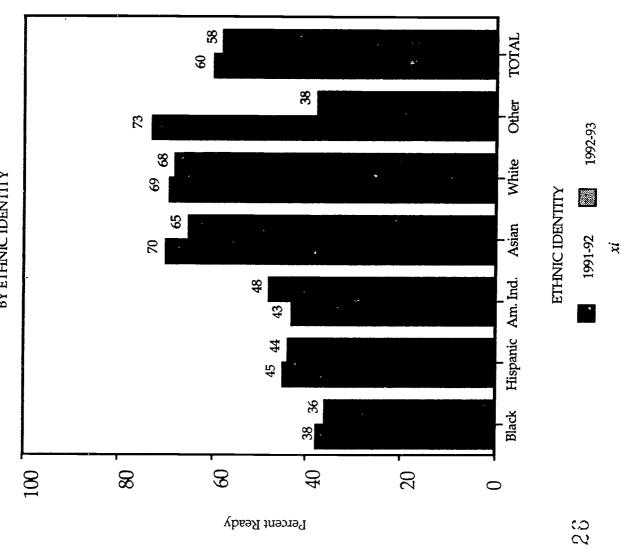
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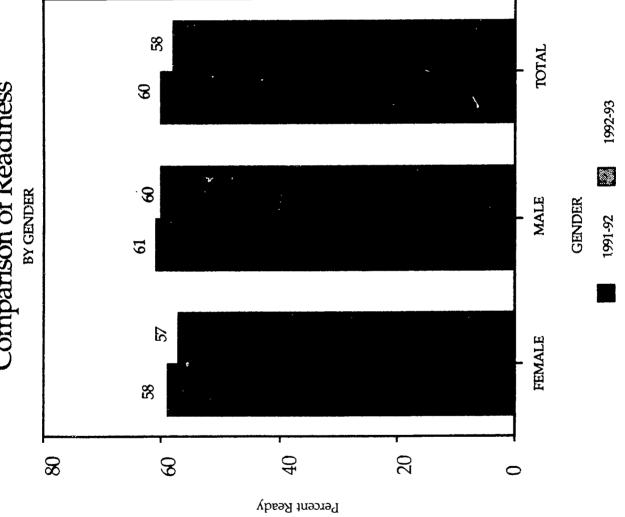
### Comparison of Readiness

BY ETHINIC IDENTITY











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STATE SUMMARIES



### READINESS FOR COLLEGE - 1992-93 BASED ON ENTRY-LEVEL PLACEMENT TESTS

STATE SUMMARY BY DISTRICT

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. PEGCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT IESTS

KHIL NOTE. SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA



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### READINESS FOR COLLEGE - 1992-93 BASED ON ENTRY-LEVEL PLACEMENT TESTS

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STATE SUMMARY BY POSTSECONDARY INSTITUTION

STATE SUMMARY BY ETHNIC ORIGIN AND GENDER

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURGES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY LEVEL PLACEMENT TESTS

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NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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### DISTRICT SUMMARIES

## READINESS FOR COLLEGE - 1992-93

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (01) ALACHUA

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER STRICT = (01) ALACHUA

DISTRICT = (01) ALACHUA

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NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (02) BAKER

DISTRICT = (02) BAKER

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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### READINESS FOR COLLEGE - 1992-93 BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (03) BAY

DISTRICT = (03) BAY

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NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

# READINESS FOR COLLEGE - 1992-93

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (04) BRADFORD

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (04) BRADFORD

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### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (05) BREVARD

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (05) BREVARD

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<sup>\*</sup> PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL TREEAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS



### READINESS FOR COLLEGE - 1992-93 BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (07) CALHOUN

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (07) CALHOUN

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NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

<sup>\*</sup> PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROYED ENTRY-LEVEL PLACEMENT TESTS

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### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

= (08) CHARLOTTE

DISTRICT

(08) CHARLOTTE \*\* DISTRICT

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3 4 PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DALA.

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## READINESS FOR COLLEGE - 1992-93

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

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DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (09) CITRUS

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NOTE: SOME COMMUNITY COLLEGES MAVE INCOMPLETE ENTRY LEVEL TEST DATA.

<sup>.</sup> PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT = (10) CLAY

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION DISTRICT = 110) CLAY

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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## READINESS FOR COLLEGE - 1992-93

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT : (11) COLLIER

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (11) COLLIER

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT IFSTS

NOTE. SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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# **READINESS FOR COLLEGE - 1992-93**

ERIC Full Text Provided by ERIC

BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (12) COLUMBIA

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (12) COLUMBIA

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+ percent of test takers ready for college courses in the specified skill  $\sigma_{\rm REAS}$  as indicated by scores on approved entry-level placement tests  $\vec{G}(\vec{r})$ 

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NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

= (13) DADE DISTRICT

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (13) DADE

ERIC

Full faxt Provided by ERIC

\*\*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\*\* 2918 1551 1367 62.2 60.2 65.1 4266 2259 2007 2357 1234 1123 882 80.13 0.13 0000 85.7 100.0 66.7 0.0 623.0 0 4650 2640 2010 77.8 77.2 78.4 0.0 53. 4304 2315 1989 2302 1218 1084 NUMBER WHO TOOK ENTRY 108 833 0 4093 2272 1821 4200 2329 1871 STUDENTS NUMBER INDIAN FEMALE MALE UNKNOWN FEMALE MALE UNKNOWN MALE Unknown HISPANIC FEMALE MALE UNKNOWN MALE Unknown MALE WHITE FEMALE MALE FEMALE FEMALE RACE GENDER FEMALE \*\*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\*\*\* 2918 57.6 92.1 48.9 4266 93.8 50.0 50.0 66.7 7 86.7 7 86.7 7 89.7 59.1 59.1 66.7 1.64 2907 NUMBER 5919 TOOK ENTRY TEST 5622 NUMBER TOTAL SUS TOTAL SBCC COLL BRECK BROOK COTTA COTTA TALA NANDR MANDR NALA SANT SEMI FAMU FAU FIU FSU UCF UF

62.8

4650

58.1

4304

7406

TOTAL

PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (14) DESOTO

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (14) DESOTO

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## READINESS FOR COLLEGE - 1992-93

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (15) DIXIE

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (15) DIXIE

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (16) DUVAL

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (16) DUVAL

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COLL OR UNIV	DAYT FUAX FKEY MICL	MIAM NFLA OKAL PENS			SUS TOTAL TOTAL

## READINESS FOR COLLEGE - 1992-93

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION DISTRICT = (17) ESCAMBIA

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (17) ESCAMBIA

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (18) FLAGLER

DISTRICT = (18) FLAGLER

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READY IN	0.001 1	0.001 1	24 72.7	1 100.0	0.0	2 66.7	0.05	30 73.2	0 001 6	0 00 7	5 100.0	5 100.0	1 100.0	0.001	0 000	28 100.0	58 84.1												
READY IN	0 1 100.0	0 1 100.0	24 72.7	1 100.0	0.0	2 66.7	0.05	0 73.2 1	0 001 6	0 00 7	5 100.0	5 100.0	1 100.0	0.001	0000	7 0.00.0	8 84.1												
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# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (19) FRANKLIN

\*\*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\* DISTRICT : (19) FRANKLIN \*\*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\*\*

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WHITE FEMALE MALE UNKNOWN

PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE . SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA



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### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

(20) GADSDEN DISTRICT

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER = (20) GADSDEN DISTRICT ...... NUMBER & PERCENT READY IN - 2000 0000 50.0 000 0000 900 -0-0 0000 0000 NUMBER WHO OF TOOK FILC ENTRY -0-0 -0-0 84 62 22 0 HISPANIC FEMALE MALE UNKNOWN FEMALE MALE UNKNOWN RACE GENDER 60.9 85.7 50.0 9.1 10.5 READY IN ...... <u>4</u> 0 50 0 32.7 33.3 0 1 87 6 20 6 \*\*\*\*\*\*\* NUMBER & PERCENT က 78 50 26 50.0 28.1 78.3 9 WHO TOOK ENTRY TEST 57 23 FTIC NUMBER OF 28 9 23 SBCC TOTAL COLL OR UNIV FAMU CHIP

PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTÉ: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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MALE UNKNOWN

FEMALE

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FEMALE

TOTAL

#### READINESS FOR COLLEGE - 1992-93 BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BI ETHNIC ORIGIN AND GENDER

DISTRICT = (21) GILCHRIST

DISTRICT = (21) GILCHRIST

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NUMBE Numbe Numbe	0000	0000	0000	0000	67.7 68.8 66.7 0.0	0000	67 7 68 8 66.7 0.0
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GENDER S	FEMALE MALE UNKNOWN	HISPANIC FEMALE MALE UNKNOWN	NDIAN FEMALE MALE UNKNOWN	FEMALE MALE UNKNOWN	FEMALE MALE UNKNOWN	FEMALE MALE UNKNOWN	FEMALE MALE UNKNOWN
RACE	BLACK	HISPA	Æ.	ASIAN	WHI TE	ОТНЕЯ	TOTAL
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· PERCENT OF TEST TAKERS READY FOR COLLFGE COURSES IN THE SPECIFIED SKILL. AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HT. E INCOMPLETE ENTRY LEVEL TEST DATA.

**2**00

BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (22) GLADES

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (22) GLADES

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51.2 48.0 55.6 0.0

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WHITE FEMALE MALE UNKNOWN

#### READINESS FOR COLLEGE - 1992-93 BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (23) GULF

DISTRICT SUMMAR'S B' ETHNIC ORIGIN AND GENDER

DISTRICT = (23) GULF

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: "OME COMMUNITY COLLEGES - AVE INCOMPLETE ENTRY LEVEL TEST DATA.



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## READINESS FOR COLLEGE - 1992-93

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (24) HAMILTON

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (24) HAMILTON

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#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (25) HARDEE

DISTRICT = (25) HARDEE

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

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NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (26) HENDRY

DISTRICT = (26) HENDRY

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL 1EST DATA.

#### READINESS FOR COLLEGE - 1992-93 BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY B. ETHNIC ORIGIN AND GENDER

DISTRICT = (27) HERNANDO

DISTRICT = (27) HERNANDO

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NOTE: SOME COMMUNITY COLLEGES - .. . E INCOMPLETE ENTRY LEVEL TEST DATA

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F00258\_

<sup>\*</sup> PERCENT OF TEST TAKERS GEADY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

#### (°)

30

NOTE' SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

#### READINESS FOR COLLEGE - 1992-93 BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY POSTSE DISTRICT = (28) HIGHLANDS

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (28) HIGHLANDS

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# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (29) HILLSBOROUGH

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (29) HILLSBOROUGH

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NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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PERCENT OF TEST TAKERS GEADY FOR COLIEGE COURSES IN THE SPECIFIED SKITL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

### BASED ON ENTRY-LEVEL PLACEMENT TESTS **READINESS FOR COLLEGE - 1992-93**

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (30) HOLMES

DISTRICT = (30) HOLMES

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 $\mathbf{c}(t)$  percent of test takers ready for college courses in the specified skill  $\mathbf{c}(t)$  areas as indicated by scores on approved entry-level placement tests

F00256

32 NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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TOTAL FEMALE MALE UNKNOWN

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

(31) INDIAN RIVER DISTRICT

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER = (31) INDIAN RIVER DISTRICT

33.000 71.6 71.3 72.0 0.0 980 0000 28 72 54 0 0000 w-∞0 0000 9000 0 ~ 0 0 0000 m000 4 4 7 0 . . . . . . 982 0000 0000 84.1 85.1 82.7 0.0 80.00 8 6 6 2 0  $\Sigma \leftarrow \Box$ NUMBER WHO TOOK ENTRY TEST 50000 0000 NUMBER OF FTIC 800 400 000 INDIAN FEMALE MALE UNKNOWN MALE UNKNOWN MALE UNKNOWN MALE RACE GENDER HISPANIC FEMALE FEMALE FEMALE 0000000 \*\*\*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\*\* 0 0000000 71.4 0.001 00 WHO TOOK ENTRY TEST FTIC NUMBER OF TOTAL SUS TOTAL COLL OR UNIV SBCC BREV INDR MINM MINM PALM PALM SANF SEMI FAMU FAU UCF UF USF UWF

PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE - SOME COMMUNITY COLLEGES MAVE INCOMPLETE EITRY LEVEL TEST DATA

ERIC

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#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (32) JACKSON

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (32) JACKSON

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROYED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL 1EST DATA

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (33) JEFFERSON

DISTRICT = (33) JEFFERSON

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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PERCENT OF TEST TAKERS READY FOR COLLIFGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (34) LAFAYETTE

DISTRICT = (34) LAFAYETTE

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESIS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (35) LAKE

DISTRICT = (35) LAKE

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE . SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (36) LEE

DISTRICT = (36) LEE

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

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735 422 312

FEMALE MALE UNKNOWN

TOTAL

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT : (37) LEON

DISTRICT = (37) LEON

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 PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL: AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT : ESTS

SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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FEMALE MALE UNKNOWN

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (38) LEVY

DISTRICT = (38) LEVY

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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RACE	BLACK	HISPANIC FEM MAL UNK	ASIAN	WHITE OTHER	TOTAL
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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PL.CEMENT TESTS

40 NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL IEST DATA.

### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION DISTRICT = (39) LIBERTY

DISTRICT = (39) LIBERTY

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SBCC TOTAL

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SUS TOTAL

· PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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FEMALE MALE UNKNOWN

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (40) MADISON

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (40) MADISON

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NUMBER OF FT1C STUDENTS	27 18 9	0000 0	000 0000	<u>0</u> 0000	46 28 18
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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (41) MANATEE

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (41) MANATEE

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NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

**BEST COPY AVAILABLE** 

<sup>•</sup> PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (42' MARION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = 142) MARION \*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\*\* \*\*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\*\*

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# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (43) MARTIN

DISTRICT = (43) MARTIN

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• PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED 8' SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES MAVE INCOMPLETE ENTRY LEVEL TEST DATA

ERIC Full Text Provided by ERIC

93....

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

(44) MONROE

DISTRICT

= (44) MONROE DISTRICT

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

0000 0000 0000 0000 988 788. 0 0000 6000 PERCENT READY 0000 ~--0 0000 2000 0000 0000 NUMBER & LINE & 0000 9040 0000 0000 WHO TOOK ENTRY 75 37 38 0000 NUMBER OF FTIC HISPANIC FEMALE MALE UNKNOWN FEMALE MALE UNKNOWN FEMALE MALE UNKNOWN INDIAN FEMALE MALE UNKNOWN RACE GENDER 000000 0000000 35 ER HERCENT RE CENT RE 888888 23 23 33 56 66 66 66 63 WHO TOOK ENTRY FTIC SBCC TOTAL SUS TOTAL PAAYT HILL INDR MIAM PALM PALM POLX SANF VALE FAMU FAU FSU UCF UF

MALE UNKNOWN

COURSES IN THE SPECIFIED SKILL ENTRY-LEVEL PLACEMENT TESTS PERCENT OF TEST TAKERS READY FOR COLLEGE AREAS AS INDICATED BY SCORES ON APPROVED

COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

**ERIC** 

BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (45) NASSAU

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION = (45) NASSAU DISTRICT

0000 0000 \*\*\*\*\*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\*\*\*\* 0000 0000 0000 0000 0000 0000 0000 0000 8000 0000 0000 000 0000 0000 0000 0000 0000 0000 0000 0000 WHO TOOK ENTRY TEST FTICSTUDENTS NUMBER OF --00 0000 0000 HISPANIC FEMALE MALE UNKNOWN FEMALE MALE UNKNOWN MALE RACE GENDER FEMALE INDIAN 42.9 \*\*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\*\*\* 86.9 100.0 100.0 0000 0000 0000 0000 87.3 0.0000 90.5 က 42.9 ø 4 2 0 0 93. WHO TOOK ENTRY TEST NUMBER OF 66 SBCC TOTAL COLL OR UNIV FJAX TALL VALE FSU UNF UNF UNF

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39

MALE Unknown

WHITE FEMALE

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FEMALE MALE UNKNOWN

PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

126

#### 129

48

#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (46) OKALOUSA

DISTRICT : (46) OKALOUSA

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COLL OR UNIV			BCC TC		SUS TOT		

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (47) OKEECHOBEE

DISTRICT = (47) OKEECHOBEE

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HIVE INCOMPLETE ENTRY LEVEL TEST DATA



T00256

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (48) ORANGE

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (48) ORANGE

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. PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTF: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

135

### READINESS FOR COLLEGE - 1992-93

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (49) OSCEOLA

DISTRICT = (49) OSCEOLA

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (50) PALM REACH

DISTRICT = (50) PALM BEACH

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

52

PERCENT OF 1EST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (51) PASCO

DISTRICT = (51) PASCO

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

139

53

243 146 97

remale Male Unknown

TOTAL

### READIN

# READINESS FOR COLLEGE - 1992-93 BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (52) PINELLAS

DISTRICT = (52) PINELLAS

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 PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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ERIC Full Text Provided by ERIC

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (53) POLK

DISTRICT = (53) POLK

\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DAT/

ERIC

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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DISTRICT = (54) PUTNAM

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

56

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# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (55) ST. JOHNS

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (55) ST. JOHNS

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& PERCENT			0	· ·	z	" " " " " " " " " " " " " " " " " " "	1 100.0 1 100.0 0	35 85 4 37 90.2 25	1 100.0 1 100.0	2 68 7 2 66.7 2	55 71.4 59 76.6 39	3 75.0 4 100.0 2	0 0.0 1 100.0 0		97 75.8 105 82.0 69 53.	0 0.0 0 0.0 0	3 100.0 3 100.0 , 3	2 100.0 2 100.0 2	10 100.0 10 100.0 10	7 100.0 7 100.0 7	29 100.0 29 100.0 29	20 100.0 20 100.0 20	2 100.0 2 100.0 2 100	73 98.6 73 98.6 73 98.		170 84.2 178 88.1 142 70.		
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& PERCENT		:	£	A	z	H % 6 % 6 % H	0 0 1 100.0 1 100.0 0	68 3 35 85 4 37 90.2 25	100.00 1 100.0 1 100.0	100.0 2 68 7 2 66.7 2	48 62.3 55 71.4 59 76.6 39	75.0 3 75.0 4 100.0 2	0 0.0 1 100.0 0		4 65.6 97 75.8 105 82.0 69 53.	1 100.0 0 0.0 0 0.0 0	3 100.0 3 100.0 3 100.0 , 3	2 100.0 2 100.0 2 100.0 2	10 100.0 10 100.0 10 100.0 10	7 100.0 7 100.0 7 100.0 7	29 100.0 29 100.0 29 100.0 29	20 100 0 20 100.0 20 100.0 20	100.0 2 100.0 2 100.0 2 100	4 74 100,0 73 98,6 73 98,6 73 98		78.2 170 84.2 178 88.1 142 70.		
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& PERCENT		NUMBER 1	WHO M	T00K A 3	Z	TEST H % G % G % L	0 0 1 100.0 1 100.0 0	68 3 35 85 4 37 90.2 25	100.00 1 100.0 1 100.0	100.0 2 68 7 2 66.7 2	7 77 48 62.3 55 71.4 59 76.6 39	75.0 3 75.0 4 100.0 2	0 0.0 1 100.0 0		84 65.6 97 75.8 105 82.0 69 53.	1 100.0 0 0.0 0 0.0 0	3 100.0 3 100.0 3 100.0 , 3	2 2 100.0 2 100.0 2 100.0 2	10 10 100.0 10 100.0 10 100.0 10	7 7 100.0 7 100.0 7 100.0 7	29 29 100.0 29 100.0 29 100.0 29	20 20 100 0 20 100.0 20 100.0 20	2 2 100.0 2 100.0 2 100.0 2 100	74 74 100.0 73 98.6 73 98.6 73 98.		158 78.2 170 84.2 178 88.1 142 70.		
& PERCENT		NUMBER 1	R WHO M	T00K A 3	ENTRY T N N	TEST H % G % G % L	0 0 1 100.0 1 100.0 0	68 3 35 85 4 37 90.2 25	100.00 1 100.0 1 100.0	100.0 2 68 7 2 66.7 2	7 77 48 62.3 55 71.4 59 76.6 39	75.0 3 75.0 4 100.0 2	0 0.0 1 100.0 0		128 84 65.6 97 75.8 105 82.0 69 53.	1 100.0 0 0.0 0 0.0 0	3 100.0 3 100.0 3 100.0 , 3	2 2 100.0 2 100.0 2 100.0 2	10 10 100.0 10 100.0 10 100.0 10	7 7 100.0 7 100.0 7 100.0 7	29 29 100.0 29 100.0 29 100.0 29	20 20 100 0 20 100.0 20 100.0 20	2 2 100.0 2 100.0 2 100.0 2 100	74 74 100.0 73 98.6 73 98.6 73 98.		264 158 78.2 170 84.2 178 88.1 142 70.		
& PERCENT		NUMBER 1	WHO M	T00K A 3	ENTRY T N N	H % 6 % 6 % H	0 0 1 100.0 1 100.0 0	68 3 35 85 4 37 90.2 25	100.00 1 100.0 1 100.0	100.0 2 68 7 2 66.7 2	7 77 48 62.3 55 71.4 59 76.6 39	75.0 3 75.0 4 100.0 2	0 0.0 1 100.0 0		. 128 128 84 65.6 97 75.8 105 82.0 69 53.	1 100.0 0 0.0 0 0.0 0	3 100.0 3 100.0 3 100.0 , 3	2 2 100.0 2 100.0 2 100.0 2	10 10 100.0 10 100.0 10 100.0 10	7 7 100.0 7 100.0 7 100.0 7	29 29 100.0 29 100.0 29 100.0 29	20 20 100 0 20 100.0 20 100.0 20	2 2 100.0 2 100.0 2 100.0 2 100	74 74 100.0 73 98.6 73 98.6 73 98.		264 158 78.2 170 84.2 178 88.1 142 70.		
& PERCENT		NUMBER 1	WHO M	T00K A 3	ENTRY T N N	TEST H % G % G % L	0 0 1 100.0 1 100.0 0	68 3 35 85 4 37 90.2 25	100.00 1 100.0 1 100.0	100.0 2 68 7 2 66.7 2	7 77 48 62.3 55 71.4 59 76.6 39	75.0 3 75.0 4 100.0 2	0 0.0 1 100.0 0		. 128 128 84 65.6 97 75.8 105 82.0 69 53.	1 100.0 0 0.0 0 0.0 0	3 100.0 3 100.0 3 100.0 , 3	2 2 100.0 2 100.0 2 100.0 2	10 10 100.0 10 100.0 10 100.0 10	7 7 100.0 7 100.0 7 100.0 7	29 29 100.0 29 100.0 29 100.0 29	20 20 100 0 20 100.0 20 100.0 20	2 2 100.0 2 100.0 2 100.0 2 100	74 74 74 100,0 73 98.6 73 98.6 73 98.		264 158 78.2 170 84.2 178 88.1 142 70.		
& PERCENT		NUMBER 1	NUMBER WHO M	. OF TOOK A 1	FIIC ENTRY 1 N N	STUDENTS TEST H %+ G %+ G %+	0 0 0 0 1 100 0 1 1	41 41 28 68 3 35 85 4 37 90.2 25	1 1 100.0 1 100.0 1 100.0	3 3 3 100.0 2 66 7 2 66.7 2	77 77 48 62.3 55 71.4 59 76.6 39	4 4 3 75.0 3 75.0 4 100.0 2	1 1 1 100.0 0 0.0 1 100.0 0		TOTAL 128 128 84 65.6 97 75.8 105 82.0 69 53.	0 0.0 0 0.0 0 0.0 0	3 3 3 100.0 3 100.0 3 100.0 . 3	2 2 2 100.0 2 100.0 2 100.0 2	10 10 10 10 10 10 100.0 10 100.0 10	7 7 7 100.0 7 100.0 7 100.0 7	29 29 29 100.0 29 100.0 29 100.0 29	20 20 20 100 0 20 100.0 20 100.0 20	2 2 2 100.0 2 100.0 2 100.0 2 100	74 74 74 100,0 73 98.6 73 98.6 73 98.		. 202 264 158 78.2 170 84.2 178 88.1 142 70.		
& PERCENT		NUMBER 1	NUMBER WHO M	T00K A 3	FIIC ENTRY 1 N N	STUDENTS TEST H %+ G %+ G %+	0 0 0 0 1 100 0 1 1	41 41 28 68 3 35 85 4 37 90.2 25	1 1 100.0 1 100.0 1 100.0	3 3 3 100.0 2 66 7 2 66.7 2	7 77 48 62.3 55 71.4 59 76.6 39	4 4 3 75.0 3 75.0 4 100.0 2	1 1 1 100.0 0 0.0 1 100.0 0		. 128 128 84 65.6 97 75.8 105 82.0 69 53.	1 100.0 0 0.0 0 0.0 0	3 3 3 100.0 3 100.0 3 100.0 . 3	2 2 2 100.0 2 100.0 2 100.0 2	10 10 10 10 10 10 100.0 10 100.0 10	7 7 7 100.0 7 100.0 7 100.0 7	29 29 29 100.0 29 100.0 29 100.0 29	20 20 20 100 0 20 100.0 20 100.0 20	2 2 2 100.0 2 100.0 2 100.0 2 100	74 74 100.0 73 98.6 73 98.6 73 98.		264 158 78.2 170 84.2 178 88.1 142 70.		

PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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OTHER FEMALE MALE UNKNOWN

70.3 69 8 70.8

142 67 75 0

88 86 89 69 0.0

84.2 85.4 83.0

82 88 0

78.2 77.1 79.2 0.0

158 74 84

202 96 106

TOTAL FEMALE MALE UNKNOWN

146

57

**BEST COPY AVAILABLE** 

#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (56) ST. LUCIE

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (56) ST. LUCIE

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A M I I B A M N N N N N N N N N N N N N N N N N N	000000000		81.9 67 63 8 88 83.8 52 49	0 0 0 0 0 0 0 0 0 0 0	8 81 5 67 62.0 88 RI.5 52 48.1		50.0 2 50 0 2 50.0 2	2 100.0 2 100.0 2 100 0 2	2 100.0 1 50.0 1 50.0 1 50.0	5 100 0 5 100.0 5 100 0 5 100.0	10 100 0 10 100.0 10 100.0 10	14 100.0 14 100 0 14 100 0 14	5 83.3 5 83.3 6 100.0 5	93.0 39 90.7 40 93 0 39 90.7		84.8 106 70.2 128 84.8 91		3			
NUMBER A PERCENT READY IN  R R E  NUMBER I A  WHO M I D  TOOK A I I  ENTRY T N N  TEST H %. G %.	000000000		105 86 81.9 67 63 8 88 83.8 52 49	0 0 0 0 0 0 0 0 0 0 0 0	108 88 81 5 67 62.0 88 81.5 52 48.1		50.0 2 50 0 2 50.0 2	2 2 100.0 2 100.0 2 100 0 2	2 2 100.0 1 50.0 1 50.0 1 50.0	5 5 100 0 5 100.0 5 100 0 5 100.0	01 0.001 01 00.001 01 00.0	14 14 100.0 14 100 0 14 100 0 14	6 5 83.3 5 83.3 6 100.0 5	43 40 93.0 39 90.7 40 93 0 39 90.7		151 128 84.8 106 70.2 128 84.8 91					
NUMBER A PERCENT READY IN  R R E  NUMBER I A  WHO M I D  TOOK A I I  ENTRY T N N  TEST H %. G %.	000000000		86 81.9 67 63 8 88 83.8 52 49	0 0 0 0 0 0 0 0 0 0 0 0	88 81 5 67 62.0 88 81.5 52 48.1		50.0 2 50 0 2 50.0 2	2 2 100.0 2 100.0 2 100 0 2	2 100.0 1 50.0 1 50.0 1 50.0	5 5 100 0 5 100.0 5 100 0 5 100.0	01 0.001 01 00.001 01 00.0	14 14 100.0 14 100 0 14 100 0 14	6 5 83.3 5 83.3 6 100.0 5	40 93.0 39 90.7 40 93 0 39 90.7		1 128 84.8 106 70.2 128 84.8 91					
NUMBER A PERCENT READY IN  R R E  NUMBER I A  WHO M I D  TOOK A I I  ENTRY T N N  TEST H %. G %.	000000000		105 86 81.9 67 63 8 88 83.8 52 49	0 0 0 0 0 0 0 0 0 0 0 0	108 88 81 5 67 62.0 88 81.5 52 48.1		50.0 2 50 0 2 50.0 2	2 2 100.0 2 100.0 2 100 0 2	2 2 100.0 1 50.0 1 50.0 1 50.0	5 5 100 0 5 100.0 5 100 0 5 100.0	01 0.001 01 00.001 01 00.0	14 14 100.0 14 100 0 14 100 0 14	6 5 83.3 5 83.3 6 100.0 5	43 40 93.0 39 90.7 40 93 0 39 90.7		151 128 84.8 106 70.2 128 84.8 91					
NUMBER A PERCENT READY IN  R R E R  NUMBER I A A F  FORM A I I D  FORM A I N N  FORM A I	000000000		105 86 81.9 67 63 8 88 83.8 52 49	0 0 0 0 0 0 0 0 0 0 0 0	108 88 81 5 67 62.0 88 81.5 52 48.1		50.0 2 50 0 2 50.0 2	2 2 100.0 2 100.0 2 100 0 2	2 2 100.0 1 50.0 1 50.0 1 50.0	5 5 100 0 5 100.0 5 100 0 5 100.0	01 0.001 01 00.001 01 00.0	14 14 100.0 14 100 0 14 100 0 14	6 5 83.3 5 83.3 6 100.0 5	43 40 93.0 39 90.7 40 93 0 39 90.7		151 128 84.8 106 70.2 128 84.8 91					
NUMBER A PERCENT READY IN  R R E  NUMBER I A  WHO M I D  TOOK A I I  ENTRY T N N  TEST H %. G %.	000000000		105 86 81.9 67 63 8 88 83.8 52 49	0 0 0 0 0 0 0 0 0 0 0 0	. 125 108 88 81 5 67 62.0 88 81.5 52 48.1		50.0 2 50 0 2 50.0 2	2 2 100.0 2 100.0 2 100 0 2	2 2 100.0 1 50.0 1 50.0 1 50.0	5 5 100 0 5 100.0 5 100 0 5 100.0	01 0.001 01 00.001 01 00.0	14 14 100.0 14 100 0 14 100 0 14	6 5 83.3 5 83.3 6 100.0 5	43 43 40 93.0 39 90.7 40 93 0 39 90.7		151 128 84.8 106 70.2 128 84.8 91					
NUMBER A PERCENT READY IN  R R E  NUMBER I A  WHO M I D  TOOK A I I  ENTRY T N N  TEST H %.0 G %.	000000000		105 86 81.9 67 63 8 88 83.8 52 49	0 0 0 0 0 0 0 0 0 0 0 0	. 125 108 88 81 5 67 62.0 88 81.5 52 48.1		50.0 2 50 0 2 50.0 2	2 2 100.0 2 100.0 2 100 0 2	2 2 100.0 1 50.0 1 50.0 1 50.0	5 5 100 0 5 100.0 5 100 0 5 100.0	01 0.001 01 00.001 01 00.0	14 14 100.0 14 100 0 14 100 0 14	6 5 83.3 5 83.3 6 100.0 5	43 43 40 93.0 39 90.7 40 93 0 39 90.7		151 128 84.8 106 70.2 128 84.8 91					
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NUMBER A PERCENT READY IN  R R E  NUMBER I A  WHO M I D  TOOK A I I  ENTRY T N N  TEST H %.0 G %.	0 0 0 0 0 0 0 0 0 0 0 1 1 1		122 105 86 81.9 67 63 8 88 83.8 52 49	0 0 0 0 0 0 0 0 0 0 0 0 0 0	108 88 81 5 67 62.0 88 81.5 52 48.1		U 4 4 2 50.0 2 50 0 2 50.0 2	2 2 2 100.0 2 100.0 2 100 0 2	2 2 100.0 1 50.0 1 50.0 1 50.0	5 5 5 100 0 5 100.0 5 100 0 5 100.0	10 10 10 10 10 10 10 10 10 10 10 10	14 14 100.0 14 100.0 14 100 0 14 100 0	6 6 5 83.3 5 83.3 6 100.0 5	43 40 93.0 39 90.7 40 93 0 39 90.7		151 128 84.8 106 70.2 128 84.8 91					

\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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FEMALE MALE UNKNOWN

OTHER

#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT : (57) SANTA ROSA

DISTRICT = (57) SANTA ROSA

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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			10	10	
COLLOR	BROW BROW TLAX	PENS POLK SANF VALL	SBCC TOTAL FAMU FSU UCF UNF	SUS TOTAL TOTAL	

\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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## READINESS FOR COLLEGE - 1992-93

BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (58) SARASOTA

> DISTRICT SUMMARY BY POSTSECONDA DISTRICT = (58) SARASOTA

880 0.0.0 0.0.0 77.77.00.00 0000 0000 9020 0000 0.00 9,20 0000 837. 77. 90 62. 0.000 0.000 0000 5000 337 187 149 WHO TOOK ENTRY TEST NUMBER OF F71C STUDENTS 408 234 173 INDIAN FEMA!.E MALE UNKNOWN HISPANIC FEMALE MALE UNKNOWN RACE GENDER 33.3 99.0 99.0 99.7 99.7 99.0 100.0 75.0 33.3 100.0 53.9 0.0 38.5 66.7 43 V0000000 æ 75.0 33.3 50.0 79.3 0.0 0.0 53.8 77.8 66.7 77.0 WHO TOOK ENTRY TEST TOTAL SBCC CFLA EDIS GULF HILL HANLL MANA MANA MANA TALL VALE FAMU FIU FIU FSU UCF UNF UNF

PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA



## BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (59) SEMINOLE

DISTRICT SUMMARY BY PUSISECUTUARY INST

50.0 \*\*\*\*\*\*\* NUMBER & PER ... T READY IN \*\*\*\*\*\*\*\* 93.1 93.8 92.2 0.0 0040 0000 830.0 0000 83.0 0.000 FTIC HISPANIC FEMALE Male Unknown INDIAN FEMALE MALE UNKNOWN FEMALE MALE UNKNOWN FEMALE MALE UNKNOWN MALE FEMALE 50.00 63.0 \*\*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\*\*\* 312 4. 80 6 800--70 387 WHO TOOK ENTRY TEST NUMBER OF FTIC TOTAL COLL OR UNIV SBCC EDAYT FKEDIS FKEY HILL MAANA MIAM POLK SANF SANF SANF VALL FAMU FAU FSU UCF UNF UNF

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY PCSTSECONDARY INSTITUTION

DISTRICT = (60) SUMTER

DISTRICT = (60) SUMTER

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

8 - 4 1€3 ---4 NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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MALE

FEMALE

MALE UNKNOWN

FEMALE

MALE Unknown

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER = (61) SUWANNEE DISTRICT

DISTRICT = (61) SUWANNEE

ERIC

\*Full Text Provided by ERIC

0000 64.9 64.7 65.2 0.0 0000 0000 \*\*\*\*\*\*\* NUMBER & PERCENT READY IN \*\*\*\*\*\*\*\* 0000 122 0 0000 0000 0000 78.9 79.4 78.3 0.0 0000 8800 0000 0000 --00 0000 24 27 18 0 8800 0000 73 - 22 - 0 0000 --00 0000 WHO TOOK ENTRY NUMBER OF FTIC B 0000 --00 0000 259 24 0 HISPANIC FEMALE MALE UNKNOWN INDIAN FEMALE MALE UNKNOWN MALE MALE UNKNOWN WHITE FEMALE RACE GENDER FEMALE 100 50 50 62 30 83 71 4 0 \*\*\*\*\*\*\* NUMBER & PERCENT 73.7 83 000 000 000 000 50.00 83.00 65. 0.0000 100.0 50.0 66.7 38.5 7.1.4 φ 63. WHO TOOK ENTRY FTIC 28 TOTAL COLL OR UNIV SBCC CHIP FJAX LCTY NFLA PENS SANF FAMU FSU UF USF

COURSES IN THE SPECIFIED SKILL ENTRY-LEVEL PLACEMENT TESTS PERCENT OF TEST TAKERS READY FOR COLLEGE AREAS AS INDICATED BY SCORES ON APPROVED

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FEMALE MALE UNKNOWN

MALE Unknown

MALE Unknown

#### BASED ON ENTRY-LEVEL PLACEMENT TESTS READINESS FOR COLLEGE - 1992-93

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

(62) TAYLOR

DISTRICT

(62) TAYLOR DISTRICT

0000 0000 -440 \*\*\*\*\*\*\*\* \* 28 28 0 .0 0000 000 0000 67 72 0000 0000 0000 9-00 8660 0000 0000 0000 0000 စ်စစစ 0000 0000 0000 0000 က်စေကဝ WHO TOOK ENTRY TEST 2720 0000 0000 NUMBER OF FTIC 0000 INDIAN FEMALE MALE UNKNOWN HISPANIC FEMALE MALE UNKNOWN FEMALE MALE UNKNOWN MALE WHITE FEMALE GENDER FEMALE RACE ø 0000 96.00.00 66. 57 8888 0000 00 4 60 - 0 42 ຜ 0000000 0000 26. 100. 100. 000 NUMBER WHO TOOK ENTRY TEST FTIC NUMBER OF TOTAL SUS TOTAL COLL OR UNIV CFLA DAYT GULF NFLA SANF STJO TALL SBCC FAMU FSU UF USF

DATA NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST

**ERIC** 

PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (63) UNION

DISTRICT = (63) UNION

****** NUMBER & PERCENT READY IN ********	, , , , , , , , , , , , , , , , , , ,	000	000	0.001 - 0.001 -	_		00.	000.0 00.0 00.0 00.0 00.0 00.0 00.0 00	88.9 7 77.8 7 77.8 7 77.8 9.0.0 8 80.0
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	RACE GENDER	BLACK FEMALE	MALE	HISPANIC	MALE	AM. INDIAN FEMALE	UNKNOWN	ASIAN FEMALE MALE UNKNOWN	WHITE FEMALE MALE UNKNOWN
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	ار د ۷	9	5	0 🔻	4	1.7			
READY IN	**	87.5 88.9	88.2	0.0	80.0	86.4			
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:	**	87.5 88.9	88.2	100.0	80.0	86.4			
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	NUMBER WHO TOOK ENTRY	<b>ω</b> σ	17	- 4	ß	22			
	NUMBER OF FT1C STUDENTS	æ Õ	81	- 4	ro	23			
	COLL OR UNIV	LCTY SANF	SBCC TOTAL	F SU UF	SUS TOTAL	TOTAL			

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

77.3 72.7 81.8

86.4 81.8 90.9

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FEMALE MALE UNKNOWN

TOTAL

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FEMALE MALE UNKNOWN

<sup>\*</sup> PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (64) VOLUSIA

DISTRICT = (64) VOLUSIA

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AFEAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (65) WAKULLA

ERIC

Full Text Provided by ERIC

DISTRICT = (65) WAKULLA

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

166

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

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FEMALE MALE UNKNOWN

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OTHER

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FEMALE MALE UNKNOWN

TOTAL

## READINESS FOR COLLEGE - 1992-93

BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (66) WALTON

DISTRICT = 166) WALTON

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\* PERCENT OF 1EST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA.

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER DISTRICT = (87) WASHINGTON

DISTRICT = (67) WASHINGTON

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PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PYACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA



# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (73) FSU LAB SCHOOL

DISTRICT = (73) FSU LAB SCHOOL

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

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\* PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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68 2 64 7 70.4 0 0

79 5 70.6 85.2 0.0

79 5 70.6 85.2 0.0

4-70

FEMALE MALE UNKNOWN

TOTAL

# BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (74) FAMU LAB SCHOOL

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (74) FAMU LAB SCHOOL

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· PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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#### READINESS FOR COLLEGE - 1992-93 BASED ON ENTRY-LEVEL PLACEMENT TESTS

DISTRICT SUMMARY BY POSTSECONDARY INSTITUTION

DISTRICT = (75) UF LAB SCHOOL

DISTRICT SUMMARY BY ETHNIC ORIGIN AND GENDER

DISTRICT = (75) UF LAB SCHOOL

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 PERCENT OF TEST TAKERS READY FOR COLLEGE COURSES IN THE SPECIFIED SKILL AREAS AS INDICATED BY SCORES ON APPROVED ENTRY-LEVEL PLACEMENT TESTS

NOTE: SOME COMMUNITY COLLEGES HAVE INCOMPLETE ENTRY LEVEL TEST DATA

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#### **APPENDICES**



#### POSTSECONDARY FEEDBACK REPORTING STATUTE AND RULE GOVERNING

Section 240.118, Florida Statutes. Postsecondary feedback of information to high schools...

regular and preparatory courses and shall indicate students public high school in this state who is enrolled in a referred for remediation pursuant to s. 240.117 or s. (1) On or before January I, 1994, the State Board of each first-time-in-postsecondary education student from each university, community college, or public postsecondary vocational school. Such reports shall be based on Universities, Division of Community Colleges, and Division of Vocational, Adult, and Community Education. In postsecondary vocational schools shall provide school districts access to information on student performance in Education shall adopt rules that require the Commissioner of Education to report to the State Board of Education, the Legislature, and the school districts on the performance of information data bases maintained by the Division of addition, the universities, community colleges,

number of prior year Florida high school graduates who tern, indicating the number of students whose scores on the common placement test indicated the need for remediation high school, to the State Board of Education and the Legislature, no later than 'November 31 of each year, on the enrolled for the first time in public postsecondary education in this state during the previous summer, fall, or spring through college-preparatory or vocational-preparatory The Commissioner of Education shall report, by instruction pursuant to s. 240.117 or s. 239.213.

The Commissioner of Education shall organize school summary reports and student-level records by school district and high school in which the postsecondary education students were enrolled and report the information to each school district no later than January 31 of each year.

(4) As part of the school improvement plan pursuant to each school district and high school develops strategies to s. 229.592, the State Board of Education shall ensure that improve student readiness for the public postsecondary level History, #25,ch 83 325, #16,cb 86 145,# 68, cb 90 288,# 21,ch 90 302,# 3,ch 93 hased on anrual analysis of the feedback report data.

"Note November has only 10 days

Postsecondary Feedback of Student Information to High Rule 6A-10.038, Florida Administrative Code.

high school graduates who are enrolled at the university or college preparatory instruction. This student information (1) Each state university president and the president of each public community college shall report to the school district on the performance of the school district's public community college. These reports shall indicate students who have been referred at the postsecondary institution to shall be protected according to Section 228.093, Florida

The individual student reports submitted to the school districts shall include the following requirements: 3

university during the report period and who were granted a period beginning with the summer term. The individual (a) The reports shall include all the first-time-in-college students who enrolled in a community college or state high school diploma during the previous twelve months. The report period shall be defined as the twelve month student reports shall be listed alphabetically by student and by school.

(b) For each student, the following common information shall be reported:

Name of school and county number;

ethnic origin, and Florida student identifier number, when Student legal name, social security number, gender, available;

Month, day and year of birth;

Reporting institution;

Term of first enrollment;

Areas of reading, writing, or mathematics for which the student's entry level test score was below the score as listed in Rule 6A-10.0315, FAC;

Areas of reading, writing, or mathematics college preparatory instruction in which the student enrolled at the reporting institution;

Credits attempted and carned toward graduation;

Grade point average; and

Courses taken.

(c) The reports shall be provided to the superintendents of the school districts by the university or community college during the month of July of each year.

(d) The reports shall include the information normally

recorded on the student transcript by the university or

community college.

the number of Florida high school graduates, enrolled as the common placement test standards established for reading, writing and mathematics in Rule 6A-10.0315, FAC. These students shall be reported by the high school from (3) By November 1 of each year, the Commissioner of Education shall report to the State Board of Education on first-time-in-college students in a community college or state university during the report period, who scored below which they graduated.

Implemented 240.118 FS. History - New 9-24-84, Formerly Specific Authority 229.053(1), 240.118 5A-10.38, Amended 11-7-89.

#### COLLEGE PREPARATORY TESTING, PLACEMENT, AND INSTRUCTION STATUTE AND RULE GOVERNING

Section 240.117, Florida Statutes. Common placement testing for public postsecondary education...

- (1) The State Board of Education shall develop and implement a common placement test for the purpose of assessing the basic computation and communication skills of students who intend to enter a degree program at any public community college or state university. The State Board of Education shall adopt rules which enable the community colleges and state universities to implement appropriate modifications of the test instruments or test procedures for students with disabilities.
- (2) The common placement testing program shall include at a minimum the following: the capacity to diagnose basic competencies in the areas of English, reading, and mathematics which are essential to perform college-level work; prerequisite skills which relate to the College Level Academic Skills Test (CLAST); and provision of test information to students on the specific deficiencies.
  - (3) The Articulation Coordinating Committee shall recommend to the State Board of Education rules which would, on a voluntary basis, allow students to take the common test at the end of the eleventh grade year in public high school for the purpose of obtaining remedial instruction prior to entering public postsecondary education.
- (4)(a) Community college or state university students who have been identified as requiring additional preparation pursuant to subsection (1) shall enroll in college-preparatory adult education pursuant to s. 239.301 in community colleges to develop needed college-entry skills. These students shall be permitted to take courses concurrently in other curriculum areas for which they are qualified while enrolled in college-preparatory instruction courses. Credit awarded for college-preparatory instruction may not be counted towards fulfilling the number of credits required for
- (b) The administrators of a state university may contract with a community college board of trustees for the community college to provide such instruction on the state university campus. Any state university in which the percentage of incoming students requiring college-preparatory instruction equals or exceeds the average

percentage of such students for the community college system may offer college-preparatory instruction without contracting with a community college.

(5) No student shall be enrolled in a college credit mathematics or English course on a dual enrollment basis unless the student has demonstrated adequate precollegiate preparation on the section of the basic computation and communication skills assessment required pursuant to subsection (1) that is appropriate for successful student participation in the course.

History - - 3.74, ch. 83-325; s. 24, ch. 84-336; s. 9, ch. 87-212; s. 26, ch. 89-881; s. 52, ch. 92-136; s. 2, ch. 93-234.

#### Rule 6A-10.0315, Florida Administrative Code. College Preparatory Testing, Placement, and Instruction.

- (1) When enrollment is for any academic term prior to January 1, 1993, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using one (1) or more of the tests listed in this subsection, and shall enroll in college preparatory communication and computation instruction if the test scores are lower than those listed below.
  - (a) ACT Assessment, American College Testing Program.
    - Reading 14 Composite Standard Score
      Writing 14 English Usage Standard
- Mathematics 13 Mathematics Usage Standard
  - Score (b) ASSET, American College Testing Program.
    - Reading 22 Raw Score
      Writing 43 Raw Score
- Mathematics 12 Elementary Algebra Raw Score (c) MAPS, College Entrance Examination Board.

  Reading 12 Scaled Score
  - Reading 12 Scaled Score
    Writing 30 Test of Standard Written
- English Scaled Score
  Mathematics 206 Elementary Algebra Scaled
  Score
  - (d) SAT, College Entrance Examination Board.
    Reading 340 Verbal Standard Score
    Writing 30 Test of Standard Written

English Scaled Score

Mathematics 4G0 Mathematics Standard Score (2) For admissions after October 1, 1991, for enrollment for the academic term beginning in January 1992, and thereafter, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using one (1) or more of the tests listed in this subsection, and shall enroll in college preparatory communication and computation instruction if the test scores are lower than those listed below.

ACT Assessment, American College Testing	14	15	13
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Mathematics	(b) Enhanced ACT,	Reading	Writing	Mathematics	(c) SAT, The College Board.	Reading	Writing

13	31	82	Ā	8	311	613
Reading Comprehension	TSWE	Elementary Algebra	(e) New MAPS, The College Board	Reading Comprehension	Conventions of Written English	Elementary Algebra

(f) CPT, Computenzed Placement Tests, The College

٤,	78	51	e Testing Program.	だ	43	12	College Testing Program.	· •
Reading Comprehension	Sentence Skills	Elementary Algebra	(g) ASSET, American College Testing Program.	Reading Skills	Language Usage	Elementary Algebra	(h) New ASSET, American College Testing Program.	D 1: - 0: :11

Reading Skills

Nothing provided in Rule 6A-10.0313(1), FAC., Elementary Algebra Writing Skills

with the student and the analysis and consideration of other shall be construed to prevent the enrollment of a student in college preparatory instruction if the commun.ty college or university determines that such enrollment would enhance the student's opportunity for future academic success. The determination of enrollment would be made after counseling assessment techniques and measurements, which may include transcripts, grade evaluations, diagnostic, placement or psychological instruments, or other indicators or predictors of academic performance.

(4) Students whose first language is not English may be placed in college preparatory instruction prior to the testing required herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein

10.0314(1), FAC., shall apply in the case of applicants with Test modifications and exemptions in Rule 6A-

records of physiological disorders.

- (6) Institutions affected by this rule shall accept test (0.0314(1), FAC. Individual student scores shall be valid scores on any one of the tests identified in Rule 6Afor three (3) years.
- registered for at least twelve (12) credits, shall begin competency-based preparatory instruction based on the (7) During the first term, full-time students who are placement test results. Part-time students shall enroll prior to completing twelve (12) credits.
- Such exceptions require English as a second language may be exempted from this Students shall not enroll for more than three instruction. Students who withdraw officially before the semester unless the withdrawal can be documented as due to reasons of personal hardship or disability, or under major trustees or the Board of Regents. Students enrolled in approved by the Board of Regents or the State Board of semesters in each skill area to complete college preparatory midpoint of a semester may be considered to have not enrolled that semester for purposes of this limitation. Students who withdraw officially at or after the midpoint of a semester shall be considered to have enrolled that approval under guidelines established by the board of limitation based on a plan submitted by the institution and Community Colleges for their respective institutions. extenuating circumstances.
- public community colleges and universities shall accept the certification upon student transfer. Competence shall be based college preparatory instruction shall correspond to (9) Uniform standards for completion of competencythose listed herein for placement in college credit instruction. Once competence has been certified, other certified upon:
- (a) Successful completion of courses in which the competencies specified in Rule 6A-10.033(1)(c)1., FAC., are (b) Passing a criterion-referenced assessment which tests taught,
- the competencies specified in Rule 6A-10.033(1)(c)1., Fac., (c) Achieving the scores in Rule 6A-10.0315(1), FAC, on the tests listed, or the comparable scores on a validated
- shall be permitted to take courses concurrently in other (10) Students enrolled in college preparatory instruction curriculum areas for which they are qualified. analogous nom-referenced test(s).
- (11) The Commissioner shall report to the State Board of Education by November 30 each year the results of the common placement testing.

Specific Authority 229.053(1), 228.072(8)(f) FS. Law Implemented 228.072(8)(f), 240.117 FS. History - New 7. 15-84, Amended 6-6-85, Formerly 6A-10.315, Amended 5-

# TABLE OF POSTSECONDARY INSTITUTION CODES

#### COMMUNITY COLLEGES

Brevard Community College	Broward Community College	Central Florida Community College	Chipola Junior College	Daytona Beach Community College	Edison Community College	Fla. Community College at	Jacksonville	Florida Keys Community College	Gulf Coast Community College	Hillsborough Community College	Indian River Community College	Lake City Community College	Lake-Sumter Community College
BREV	BROW	CFLA	CHIP	DAYT	EDIS	FJAX		FKEY	GULF	IIII.I.	NDR	I.CTY	I.SUM

#### Florida International University University of Central Florida University of North Florida University of South Florida Florida A & M University University of West Florida Florida State University University of Florida STATE UNIVERSITIES FAMU USF UWF FAU UNF FSU UCF UF Okaloosa-Walton Community College Pasco-Hemando Community College St. Johns River Community College South Florida Community College Miami-Dade Community College Palm Beach Community College Seminole Community College Manatee Community College Santa Fe Community College St. Petersburg Junior College North Florida Junior College Polk Community College Pensacola Junior College MAM PALM NFLA OKAL PENS POLK

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SANF

Tallahassee Community College

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Valencia Community College

Florida Atlantic University

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Doug Jamerson, Commissioner

Office of Postsecondary Education Coordination Tallahassee, Florida

An Affirmative Action/Equal Opportunity Employer